

English Grammar

English Grammar is intended to give students the tools to improve their understanding of English conventions in order to help students manipulate language in compositions to allow them to effectively express themselves and improve scores on standardized tests.

UNIT 1: Parts of Speech

ESSENTIAL QUESTION

What are the basic parts of speech, and how do they work together to express a complete thought?

BIG IDEAS

Students will identify basic parts of speech in isolation and in context.

Students will be able to use a style manual to fix grammatical errors in context.

GUIDING QUESTIONS

Content - W.9-12.10

- What is a noun? What role does it serve in a sentence? How can they be identified?
- What is a verb? What role does it serve in a sentence? How can they be identified?
- What is a pronoun? What role does it serve in a sentence? How can they be identified?
- What is an adjective? What role does it serve in a sentence? How can they be identified?
- What is an adverb? What role does it serve in a sentence? How can they be identified?
- What is a preposition? What role does it serve in a sentence? How can they be identified?
- What is a conjunction? What role does it serve in a sentence? How can they be identified?
- What is an interjection? What role does it serve in a sentence? How can they be identified?

Process - RL.9-12.10 and RI.9-12.10

- How does the selection of the above parts of speech affect meaning, mood, and tone?
- Which selections are most effective given audience and purpose?

Reflective - SL.9-12.7

- Concerning an existing piece of my own writing, have I used all parts of speech correctly? Are there any basic grammatical errors in terms of usage?
- Are my sentences foundationally correct?
- How can I revise my essay to select the most effective parts of speech given purpose and audience?

FOCUS STANDARDS

Writing

- W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
 - a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
 - b. Use parallel structure.
 - c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial)
- W.11-12.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed.
 - b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - c. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's *Dictionary of English Usage*, Garner's *Modern American Usage*) as needed.
- W.9-10.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly
- W.11-12.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.

Speaking and Listening

- SL.11-12.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Vary syntax for effect, consulting references for guidance as needed.
 - b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

UNIT 2: Parts of a Sentence

ESSENTIAL QUESTION

What are the basic parts of a sentence, and how do they work together to express a complete thought?

BIG IDEAS

Students will identify basic parts of a sentence in isolation and in context.

Students will be able to use a style manual to fix grammatical errors in context.

GUIDING QUESTIONS

Content - W.9-12.10

- What is a subject? What role does it serve in a sentence? How can they be identified?
- What is a predicate? What role does it serve in a sentence? How can they be identified?
- What are the different kinds of sentences? What role do they play? How can they be identified?
- How can subjects be moved in a sentence? What effect does this have?
- How do subjects and verbs agree in sentences? How can one check?
- What is a subject complement? How do linking verbs make connections?
- What are direct and indirect objects? How are they used to combine simple sentences?

Process - RL.9-12.10 and RI.9-12.10

- How does the selection of the above parts of a sentence affect meaning, mood, and tone?
- Which selections are most effective given audience and purpose?

Reflective - SL.9-12.7

- Concerning an existing piece of my own writing, have I used all parts of a sentence correctly? Are there any basic grammatical errors in terms of usage and organization?
- Are my sentences foundationally correct? Do my subjects and verbs agree?
- How can I revise my essay to select the most effective structure given purpose and audience?

FOCUS STANDARDS

Writing

- W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
 - a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
 - b. Use parallel structure.
 - c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial)
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 - a. Observe hyphenation conventions.
 - b. Spell correctly.

Speaking and Listening

- SL.11-12 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Vary syntax for effect, consulting references for guidance as needed.
 - b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

UNIT 3: Clauses and Phrases

ESSENTIAL QUESTION

What are clauses and phrases, and how do writers use them to effectively express ideas?

BIG IDEAS

Students will identify different types of clauses and phrases.

Students will be able to use a style manual to fix grammatical errors in context.

Students will revise writing to use clauses and phrases to effectively achieve their purpose given a particular audience.

GUIDING QUESTIONS

Content - W.9-12.10

- What is a prepositional phrase? What role does it serve in a sentence? How can they be identified?
- What is a verbal? What are the different types of verbal phrases? What role do they serve in a sentence? How can they be identified?
- How can phrases be moved in sentences? How does this affect the tone, mood, or effectiveness of the sentence?
- What are adjective and adverb clauses? How are they created? What role do they serve in a sentence? How can they be identified?
- What is a noun clause? How are they created? What role do they serve in a sentence? How can they be identified?

Process - RL.9-12.10 and RI.9-12.10

- How does the use of the above phrases and clauses affect meaning, mood, and tone?
- Which selections are most effective given audience and purpose?

Reflective - SL.9-12.7

- Concerning an existing piece of my own writing, have I used phrases and clauses in my own writing to combine sentences correctly? Are there any basic grammatical errors in terms of structure in regards to phrases and clauses?
- Can I change or combine any existing simple sentences in order to more effectively communicate an idea to my audience?
- Are my sentences foundationally correct?

FOCUS STANDARDS

Writing

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 - b. Use parallel structure.
 - c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial)
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- SL.11-12 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Vary syntax for effect, consulting references for guidance as needed.
 - b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

UNIT 4: Punctuation

ESSENTIAL QUESTION

What are the rules of punctuation, and how do authors use punctuation to make clear and enhance their writing?

BIG IDEAS

Students will identify the correct use of different types of punctuation in isolation and in context.

Students will be able to use a style manual to fix grammatical errors in context.

Students will revise writing to ensure effective use of punctuation that supports advanced sentence structure.

GUIDING QUESTIONS

Content - W.9-12.11

- What is the correct use of basic end marks?
- What are the eleven basic uses for commas?
- What is the basic function of colons and semicolons?
- How are dashes and parentheses used in writing?
- How would one use hyphens and apostrophes correctly?
- What is the correct use of quotation marks?
- What is the correct use of ellipses and Italics?

Process - RL.9-12.10 and RI.9-12.10

- How do authors use the above pieces of punctuation to help structure their sentences and enhance the effectiveness of their writing?
- Which selections are most effective given audience and purpose?

Reflective - SL.9-12.7

- Concerning an existing piece of my own writing, have I used all punctuation correctly? Are there any simple sentences that would be more effective if combined given audience and purpose?
- Are there any stylistic choices I could employ to more effectively structure my writing?
- Are my sentences foundationally correct?

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 - b. Use parallel structure.
 - c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial)
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 - b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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